Indian Journal of Modern Research and Reviews

This Journal is a member of the *'Committee on Publication Ethics'*

Online ISSN:2584-184X

Research Article

The Influence of Skill-Based Education on Career Development among University Students

Chinmoy Mani

Student (UGC NET in Education), Department of M. Ed, Maharshi Dayanand University, Rohtak, Haryana, India

Corresponding Author: *Chinmoy Mani

DOI: https://doi.org/10.5281/zenodo.20379546

Abstract

The present research looks at how skill-based education has an impact on the career development of university students. In the dynamic and fast-evolving job market, schools and colleges are focusing more on applied and industry-specific learning to enhance the employability, professional competence and career preparedness of students. The research examines the perceptions of the students about skill-based education and its effects on career development. The study uses the quantitative research design and a structured questionnaire on 150 undergraduate and postgraduate university students, which is used with a 5-point Likert scale. The data obtained undergo the analysis of per cent, mean and standard deviation, correlation analysis and regression. Results indicate that students have a very strong notion that skill-based education enhances employability, readiness to work, professional competence, and work confidence. The correlation analysis shows that there is a strong positive correlation between career development and skill-based education ($r = 0.782$, $p < 0.05$). Moreover, regression analysis proves that the impact of skill-based education on career development is quite important among university students, as the value of R-squared is 0.611, meaning that 61.1% of the change in career development is attributed to skill-based education. This paper finds that skill-based teaching is important in improving professional development and workplace readiness of students. As such, academic institutions must incorporate applied training, industry partnerships, and competency-based education in the academic programs to enable the students to succeed in their careers in the long term.

Manuscript Information

- **ISSN No:** 2584-184X
- **Received:** 04-04-2026
- **Accepted:** 18-05-2026
- **Published:** 25-05-2026
- **MRR:**4(5); 2026: 260-265

- **Plagiarism Checked:** Yes
- **Peer Review Process:** Yes

How to Cite this Article

Mani C. The influence of skill-based education on career development among university students. Indian J Mod Res Rev. 2026;4(5):260-265.

Access this Article Online

www.mrrjournal.in

KEYWORDS: Skill-Based Education, Career Development, Employability, University Students, Professional Competence, Career Readiness.

1. INTRODUCTION

The significance of skill-based education has become much greater in the present time of education and employment. The fast development of technology, globalisation, industrial change and the changing demand for the labour market have made the demand for graduates with both theoretical and practical and professional skills. In today's workplace, employers are looking for people who can problem solve, communicate, work in teams, think critically, adapt and have technical skills. Consequently, in higher education, a greater focus has shifted towards skill development in order to equip students with the necessary knowledge and abilities for a successful career and professional development.

Skill-based education is a learning system that aims to acquire practical skills, industry knowledge, employability skills and competencies through various experiential training, such as internships, workshops, projects, vocational training, etc. and professional development programmes. While traditional education systems mostly focus on theoretical knowledge, skill-based education is designed to provide students with practical skills that can be applied in their lives, helping them become more employable in the workforce and better prepared for their future careers.

Many of the university students are not getting the opportunity to get practical exposure and the industry skills, which makes it difficult in the transition from university to a job in industry. While several graduates have academic qualifications, they are not always meeting the employer's expectations of communication skills, technical skills, leadership skills and practical problem-solving skills. It has been recognised that the gap between theory and practice has grown, and consequently, the need for skills-based learning to be integrated in university curricula has become more important.

Students' employability, career confidence and professional competence are improved through skill-based education. It provided students with job-specific skills, enhanced adaptability in the workplace and better opportunities for employment. Moreover, the practical learning experiences help develop personality, decision-making skills, innovation and entrepreneurship skills, all of which are central to a successful career in future.

Governments, education and industry in recent years have seen the need for strengthening human capital through skill development efforts, which are vital for the development of the economy. The universities are launching diverse skill development initiatives, industry partnerships, online learning platforms, and career readiness initiatives to boost their students' employability. Yet, despite such efforts, many students continue to have challenges in developing sufficient employability skills in the competitive labour markets.

1.1 OBJECTIVES OF THE STUDY

The following are the objectives of the study:

- To examine the influence of skill-based education on career development among university students.
- To analyse students' perceptions regarding the role of skill-based education in improving employability and professional competence.
- To evaluate the relationship between skill-based education and career readiness among university students.
- To identify the impact of practical and industry-oriented learning on students' career confidence and workplace preparedness.

2. LITERATURE REVIEW

In today's education context, the demands for practical knowledge, employability skills and competitiveness in the global labour market have given rise to skill-based education as an important consideration in modern educational systems. The education system is gradually changing its learning models from theory-based to competency-based and experiential learning, which are expected to make students ready to face challenges in the workplace and to be successful in their careers.

Ali (2025) [1] studied the skill-based education foundation in lifelong learning and the career progression of students. It was noted that skill-based learning provides students with the adaptability, problem-solving skills and skills required for their future careers. Practical learning experiences are a 'must' for students to keep them competitive in the fast-changing job market, the researcher stated. The results also showed that skill-based education enhances employability and promotes continuous education and training, thus equipping students with the required skills for the industry.

Dharma Raja (2025) [4] emphasised the significance of skill-based education in shaping the future of students for new job roles. The research found that as technology has developed and industrial changes have occurred, there is a need for graduates who have special practical skills and digital literacy. The study suggests that companies need to offer programs that combine industry-relevant instruction with communication skills, leadership development and technical training into academic courses to better equip students for the workforce. Overall, the study found that skill-based education has a positive impact on the empowerment of students, as it can help improve their confidence, employability, and flexibility in adapting to changes in the labour market.

Rafiq-uz-Zaman and Asif Nadeem (2025) [12] conducted a student-centred analysis to understand the key success factors that affect the skill-based education programs in educational institutions. The research highlighted that practical training methods, interactive teaching approaches, qualified trainers, and collaboration with the industry are crucial for developing effective skills programs. The researchers determined that students think that skills-based learning is very useful in developing their professional competencies, teamwork skills, communication skills and career readiness. The research also revealed that the effectiveness of the skill-based education initiatives was significantly affected by students' engagement and institutional support.

Getachew *et al*. (2020) [5] examined the effectiveness of soft skill training on the career development of students in higher education institutions. The study showed that transferable skills (soft skills) have a significant impact on improving students' employability and success in their careers. The results showed that the students who had taken soft skill training programs exhibited greater career confidence, workplace readiness and professional competence than the other students who had not taken soft skill training programs. The researchers then recommended that both HEIs and students should shift their focus towards soft skill development along with academic learning to help them achieve overall career development.

3. RESEARCH METHODOLOGY

The current research is quantitative research with the intent to study the impact of skill-based training on the career development of students of the university.

3.1 RESEARCH DESIGN

A descriptive research design is adopted to gain an understanding of students' perceptions of skill-based education and its role in employability, professional competence and career readiness. The quantitative approach is adequate since it allows for the collection of numerical data and allows statistical analysis to be used to determine the relationship between two variables.

3.2 POPULATION OF THE STUDY

The population of the study is the University students with undergraduate and postgraduate programs. Respondents are drawn from various educational fields to gain a diverse perspective from students on their views of skill-based education and career development.

3.3 Sample Size and Sampling Technique

The study was conducted with 150 university students. The sample of respondents comprises both males and females from both undergraduate and postgraduate courses. The convenience sampling method is used because the respondents are those who are easily accessible and willing to provide feedback on the survey. Time constraints and the availability of university students led to the use of convenience sampling.

Table 1: Sample Distribution

Category	Frequency	Percentage
Undergraduate Students	96	64.0%
Postgraduate Students	54	36.0%
Male Students	82	54.7%
Female Students	68	45.3%

The sample size used is deemed to be sufficient to carry out the statistical analysis (correlation and regression analysis).

3.3 SOURCES OF DATA

The study has both primary and secondary sources of data.

Primary Data: Primary data are obtained from the students of universities by using a structured questionnaire.
Secondary Data: Secondary data that are collected from:

- Research journals
- Books
- Articles
- Published reports
- Online academic sources

These kinds of sources are used for developing the theoretical background of the study.

3.5 Data Collection Instrument

The main instrument of data collection is a structured questionnaire. A questionnaire is designed to examine the attitudes of the respondents towards skill-based education and career development on a 5-point Likert scale.
The scale is comprised of:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

The questionnaire has 2 sections:

- Demographic information of respondents
- Statements related to skill-based education and career development

3.6 Data Collection Procedure

The questionnaires are distributed to university students both online and offline. Participants are told about the research, and they are asked to participate in the research, but they do not need to do so. Responses are properly sorted and ready for analysis.

3.7 DATA ANALYSIS TOOLS

Data is analysed using statistical tools. The following are the methods used:

- **Percentage Analysis:** Percentage analysis refers to the analysis of demographic data like gender, age and level of study.
- **Mean scores and Standard Deviation Analysis:** Mean scores and standard deviations are calculated to assess students' attitude towards skill-based education.
- **Correlation Analysis:** Correlation analysis is employed to analyse the relationship between skill-based education and career development.
- **Regression Analysis:** Skill-based education, skill development and career development relationship is determined using regression analysis.

4. RESULTS AND DISCUSSION

This section presents an analysis and interpretation of the data obtained from the university students on the effect of skill-

based education on the career development of the students using various statistical tools.

Table 2: Demographic Profile of Respondents

Variable	Category	Frequency	Percentage
Gender	Male	82	54.7%
	Female	68	45.3%
Age	18–21 Years	74	49.3%
	22–25 Years	59	39.3%
	Above 25 Years	17	11.4%
Level of Study	Undergraduate	96	64.0%
	Postgraduate	54	36.0%

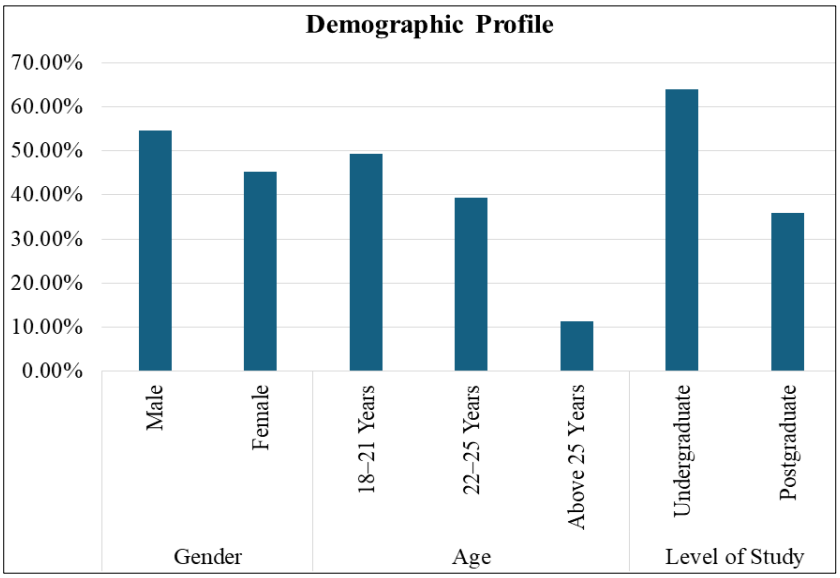

Fig 1: Visual Representation of Demographic Profile of Respondents

As presented in Table 2, the population studied is diverse in terms of education level and age. The gender participation in the study is relatively balanced, with 54.7% of the total respondents being male students and 45.3% of the total respondents being female students. As far as age distribution is concerned, most of the respondents (49.3%) fall in the 18-21 years age band, followed by 39.3% in the age band 22-25 years and only 11.4% above 25 years. As far as the level of study, the majority of the sample is undergraduate students (64.0%), followed by postgraduate students (36.0%). The results in Table 2 indicate that the respondents to the study are mainly young undergraduate students who are busy with higher education and skills development activities.

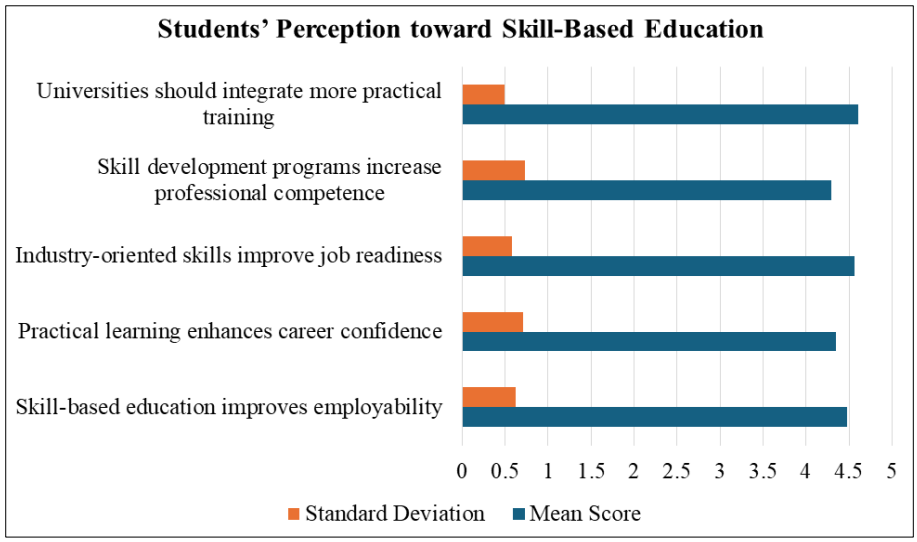

Fig 2: Students' Perception toward Skill-Based Education

The analysis presented in Figure 2 revealed that University students have a positive attitude towards skill-based education and that skill-based education is helpful in career development. The highest mean score of 4.61 (standard deviation = 0.49) is for the statement "Universities should integrate more practical training", which shows a high level of agreement amongst respondents that more practical training is important in higher education. Likewise, industry-oriented skills improve job readiness" has a high mean score of 4.56, which means that students think that industry-oriented skills help them to be prepared for jobs. The mean score of 4.48 for "skill-based education improves employability" indicates that pupils feel that skill-based learning is important for improving employment prospects. Furthermore, the respondents confirm that practical learning contributes to career confidence (Mean = 4.35) and career competence through skill development programs (Mean = 4.29). Such relatively low standard deviation values suggest that respondents' opinions were consistent. In general, the results reflect students' strong beliefs in the significance of skill education for enhancing employability and professional skills and readiness to work.

Table 3: Correlation between Skill-Based Education and Career Development

Variables	Correlation Coefficient (r)	Significance Value
Skill-Based Education & Career Development	0.782	0.000

As shown in the results of Table 3, the relationship between skill-based education and career development among university students shows a positive relationship with a high degree. The value of the correlation coefficient (r = 0.782) indicates that students' improvement in career development, employability and professional readiness is related to an increase in skill-based education. A significance value of 0.000 is lower than the standard significance value of 0.05, which confirms that the relationship is statistically significant. Based on the results of Table 3, it can be concluded that skill-based education is important for increasing career development, employability and professional skills of the university students.

Table 4a: Regression Analysis

Variable	Beta Value	t-value	Significance
Skill-Based Education	0.694	11.82	0.000

Table 4b: Model Summary

Model Summary	Value
R Square	0.611
Adjusted R-Square	0.604

The regression analysis displayed in Table 4 indicated that there was a positive and significant effect of the skill-based education on the career development of the university students. A value of the beta coefficient (0.694) shows that skill-based education positively influences the career development, employability and professional competence of students. The t-value of 11.82 also shows that there is a significant effect of the independent variable on the dependent variable. Moreover, the significance value of 0.000 is less than the standard significance value of 0.05; the relationship is statistically significant. From the model summary, it is seen that R-squared is 0.611, which means that the model explains 61.1% of the total variation in career development; the rest is explained by other variables that were not covered by the study. The Adjusted R-Square value also gives 0.604, which is a good value indicating reliability in the regression model. Based on the results of Table 4, it is seen that skill education has a significant effect on the career development of university students. It can be concluded that skill education, in particular, can have a positive impact on the career development of university students.

5. CONCLUSION

The findings of the present study suggest that skill-based education has a significant role in improving the career development of the students of the University. Today's

employment market demands a new set of skills, abilities, and knowledge that are needed for success: the practical, the professional, and the industry-focused. Participants' responses demonstrate that they have a strong awareness of the importance of skill-based learning for enhancing employability, job readiness, career confidence, and professional competence. The statistical analysis also shows a positive correlation between skill-based education and career development, demonstrating that hands-on and competency-based learning play a significant role in preparing students for the workforce and advancing their careers. The research also underlines the need for the integration of hands-on training, internships, workshops and industry projects in university programs that help align the university's industry requirements with its academic curriculum. The overall study conclusion is that it is important to emphasise the importance of higher education institutions to pursue skill-driven learning to equip students with the skills needed to compete in the labour market and contribute to their long-term career success and professional growth.

6. REFERENCES

1. Ali A, Khan SK, Ashraf M. The influence of skill development training on student performance: unveiling the key role of student satisfaction. Bulletin of Multidisciplinary Studies. 2024;1(2):146-155.
2. Ali P. Skill-based education and its impact on lifelong learning and career advancement. International Journal of Innovative Science and Research Technology. 2025;10(4):1383-1388.
3. Ali S. Enhancing skill-based education in India: a comprehensive analysis within the framework of the National Education Policy 2020. International Journal of Research Publication and Reviews. 2024;5(5):6836-6842.
4. Dharma Raja BW. Skill-based education on emerging careers to empower the students. African Journal of Biomedical Research. 2025;28.
5. Getachew A, Ayele M, Hailu EM, Tuli F. Effectiveness of soft skill training for students' career development in higher education. Journal of the Social Sciences. 2020;48(4):1817-1832.
6. Gomathi C, Rajamani V. Skill-based education through fuzzy knowledge modelling for e-learning. Computer Applications in Engineering Education. 2018;26(2):393-404.
7. Kebritchi M. Skills-based education: shifting the focus of higher education. Centre for Educational and Instructional Technology Research. 2024.
8. Martini TS, Rail A, Norton C. Psychology students' understanding of the skill-based learning fostered through university assignments. Teaching of Psychology. 2015;42(4):335-338.
9. Pan H, Wang G, Gao W, Liu X. Vocational education, skill formation, and social development. Education Sciences. 2025;15(1):107.
10. Rafiq-uz-Zaman M. Comparative analysis of skill-based education in developed and developing countries. Inverge Journal of Social Sciences. 2022;1(2):90-95.
11. Rafiq-uz-Zaman M. Teacher training needs for skill-based education: a review of competencies, barriers, and professional development gaps. Inverge Journal of Social Sciences. 2023;2(3):166-182.
12. Rafiq-uz-Zaman M, Nadeem MA. Unveiling critical success factors for skill-based education programs: a student-centred analysis in Pakistani schools. Inverge Journal of Social Sciences. 2025;4(3):11-19.
13. Rafiq-uz-Zaman M, Nadeem MA. Comparative analysis of skill-based education curriculum in Pakistan and India: a contemporary review. International Journal of Academic Research for Humanities. 2024;4(3):188-197.
14. Rohm AJ, Stefl M, Ward N. Future proof and real-world ready: the role of live project-based learning in students' skill development. Journal of Marketing Education. 2021;43(2):204-215.
15. Ünsal S, Kaba S. The characteristics of the skill-based questions and their reflections on teachers and students. Kastamonu Education Journal. 2022;30(2):273-282.

About the Corresponding Author
Chinmoy Mani is a UGC NET-qualified student in Education pursuing M. Ed at Maharshi Dayanand University. His academic interests include teacher education, skill-based learning, educational psychology, curriculum development, and contemporary issues in higher education. He is actively engaged in educational research and academic writing in the field of Education.